DOCUMENT RESUME

ED 176 735 IR 007 678

AUTHOR	Tyler, Karen Beyard; Nilsen, Alleen Pace
TITLE	Promoting Educational Equity through School Libraries: Instructor's Guide.
INSTITUTION	Arizona State Univ., Tempe.
SPONS AGENCY	Office of Educati (DHEW), Washington, D.C. Women's Educational Equi Act Program.
PUB DATE	78
NOTE	29p.; For related documents, see IR 007 677-683
AVAILABLE FROM	edc/weeap Distribution Center, 38 Chapel Street, Newton, Massachusetts 02160 (this item $0.75, complete set of materials $4.75. Checks should be made payable to: Education Development Center)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Equal Education; Inservice Programs; *Instructional Materials Centers; Librarians; Library Education; Library Role; *Media Specialists; School Libraries; Sex Differences; Sex Discrimination; *Sex Fairness; Sex Role; *Sex Stereotypes

ABSTRACT

This manual for instructors conducting the "Promoting Educational Equity through School Libraries" continuing education program for inservice school media specialists provides suggestions for classroom discussions, as well as answers to and notes on the questions contained in the workbook. The training program is designed to develop the following: (1) ability to describe sexist assumptions and ways in which they are communicated, (2) ability to identify instances of sexism in instructional materials, (3) ability to identify sex-fair materials, (4) ability to describe inadequacies of existing information collections, (5) ability to build sex-fair collections, (6) ability to promote equity through library practices, (7) ability to promote equity through work with pupils, and (8) ability to promote equity through consulting activities with school personnel. Answers to tests and exercises are keyed to the five training modules: assumptions about male and female, sexism and sex-role stereotyping, sex-fair instructional materials, sex-fair library resources, and educational equity in the library. In addition, four immediate program evaluation strategies are given. (FM)

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Promoting Educational Equity Through School Libraries

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INSTRUCTOR'S GUIDE

Karen Beyard Tyler
Alleen Pace Nilsen

Arizona State University

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PREFACE

"Promoting Educational Equity Through School Libraries" is a continuing education program designed for in-service school media specialists. This program can also be adapted for pre-service training of school media personnel.

"Promoting Educational Equity" was developed by Karen Beyard Tyler and Alleen Pace Nilsen, Department of Educational Technology and Library Science, Arizona State University, Tempe, Arizona, under a grant from the Women's Educational Equity Act Program of the United States Office of Education. The development process included review by library educators, pilot testing with pre-service and in-service school media personnel, and revision. An analysis of the responses by the participants in the pilot tests revealed that they acquired an increased understanding of equity issues and a commitment to promote change in their schools. Responses to questionnaires administered at the end of the pilot tests indicated that participants had very favorable attitudes toward the program.

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OVERVIEW

The goal of "Promoting Educational Equity Through School Libraries" is to help school librarians acquire the attitudes and skills needed to promote educational equity through their professional activities in the schools. The program is designed to teach several basic skills in the selection and utilization of instructional materials which promote equity. It also provides school librarians with the information and experiences necessary to ensure that they use the skills they learn.

School librarians who participate in this training program should acquire the following skills:

1. Demonstrating awareness of crucial issues related to sexism in educational institutions and materials. Participants will be able to describe the sexist assumptions of our society and the ways in which these assumptions are communicated.

2. Identifying sexism. Participants will be able to identify specific instances of sexism and sex-role stereotyping in content, language, and illustrations of instructional materials.

3. Identifying sex-fair materials. Participants will be able to identify characterisitics of content, language, and illustrations which permit materials to promote sex-fair attitudes and counterbalance sexist assumptions about male and female roles.

4. Describing inadequacies of existing information collections.

5. Building sex-fair information collections. Participants will be able to identify sources which supplement and counterbalance sexist materials and collections, to evaluate their own collections for sex-fair information sources, and to plan purchases.

6. Promoting equity through new library practices and procedures. Participants will be able to apply sex-fair strategies for cataloging and classification of library materials, selection of materials, collection building, displays, etc.

7. Promoting equity through work with pupils. Participants will be able to use new strategies for guiding reading and research, teaching about authors, teaching about language, etc.

8. Promoting equity through consulting activities with school personnel. Participant will be able to inform personnel of equity issues through the design of workshops and the use of other strategies for disseminating information and providing consulting services.

The Equity program includes a complete set of materials and procedures that enables a library educator to assist school library personnel in attaining these objectives and acquiring the attitudes which make it likely that the skills will be used in the schools. The set of materials includes:

- Instructor's Guide
- Equity Activity Book
- Five Instructional Modules

The activities in the program and the procedures that the instructor should use are described on the following pages. Activities for the program, which are described in detail in the Equity Activity Book, are numbered to indicate module and sequence within the module ("3-2," for example, means Module 3, second activity). It is recommended that activities be done in the order in which they are presented. Tryouts of the materials indicate that people acquire both the skills and attitudes necessary for promoting equity when the program is administered as described.

The Equity program has been designed to be the equivalent of one semester hour of university instruction (about 15 hours in-class time plus additional time for activities completed outside of class). Although the program is more effective when used in its entirety, portions of the program activities and procedures may be adapted to shorter instructional times. The developers have adapted the procedures and activities of Module 3, for instance, to a one-hour workshop presentation for in-service personnel. Many of the equity skills and strategies have also been extracted from this program and included in regular course offerings provided for the pre-service training of school librarians at Arizona State University.

INTRODUCTION AND MODULE 1: ASSUMPTIONS ABOUT "MALE" AND "FEMALE"

MATERIALS: "What's your W.Q.?" (Activity 1-1); "Is There Really Anything Wrong with School Materials?" (Activity 1-2); Module 1: Module 1 reading, "Innate Factors in Sex Differences."

1. Introduce "Promoting Educational Equity Through School Materials."

   Tell group members they will be:

   - Identifying the educational practices and procedures which permit students to learn unfair and inaccurate ideas about the differences between males and females.
   - Analyzing materials for unfairness and inaccuracies in content, language, and illustrations.
   - Choosing materials which are likely to counterbalance unfair and inaccurate ideas.
   - Identifying information sources likely to permit children, young people, and adults to acquire accurate and unbiased ideas about men and women.
   - Planning procedures which will help promote sex-fair ideas and materials in their shcools.

   Describe in your own words the seriousness of equity issues, but try to avoid the use of terms likely to inflame or polarize group members: sexist, chauvinist, libber, women's lib, etc.

2. Have group members complete "What's your W.Q.?" Activity 1-1.

   Then discuss the correct answers. Let the group indicate by a show of hands which response they believe to be correct. Then, tell them the correct answer (giving the source of the statistic) and encourage them to comment on the implications.

   1. c (U.S. Department of Labor)
   2. c (U.S. Department of Labor)
   3. c (U.S. Department of Labor)
   4. a (U.S. Department of Labor)
   5. b (U.S. Department of Labor)
   6. b (U.S. Department of Labor)
   7. c (U.S. Department of Labor)
   8. d (U.S. Department of Commerce)
   9. a (U.S. Department of Health, Education, and Welfare)
   10. a (U.S. Department of Health, Education, and Welfare)

11. d (U.S. Department of Health, Education, and Welfare)
12. c (Resource Center for Sex Roles in Education)
13. b (Resource Center for Sex Roles in Education)
14. a (Resource Center for Sex Roles in Education)
15. b (Resource Center for Sex Roles in Education)
16. a (Resource Center for Sex Roles in Education)
17. b (Women's National Education Fund)
18. d (U.S. Department of Labor)
19. b (Scientific Manpower Commission, 1976)
20. d (1300 times!! Project on the Status and Education of Women, 1974)

Encourage the group to draw conclusions from these statistics. For instance:

Since most women do work outside the home, it's unfair that the image of women in the media is as a homemaker.

It is unfair that women earn so much less than men.

It is unfair that the poor and minority women experience double discrimination.

It is unfair that men suffer so many stress-related diseases. This is likely a result of the expectations placed on men.

And so on.

3. Tell the group that since they will be studying some problems in materials used in the schools, you are interested in knowing their opinions about some problems now and later on in the workshop.

   Ask group members to complete "Is There Really Anything Wrong with School Materials?" Activity 1-2, and "Equity Activities," Activity 1-3.

   Collect when completed. Compute class averages for each item and report to the group during the next group meeting. When the equity instruction is completed, group members will also be asked to complete Activity 1-2 at the end of the program. They will then compare their answers to see if and how their attitudes have changed.

4. Have group read Module 1 for the next group meeting.

5. After the group has read Module 1, discuss the content with group members.

   First, discuss with the group the derivation of various sex differences as reported in "Innate Factors in Sex Differences." The notes which follow will help you lead the discussion.

   1. <u>Physical differences</u>

      genitalia; chromosomes; internal sex organs; testosterone in males; cyclic versus acyclic hormonal activity; male babies larger; female babies have wider pelvis and grow faster; girls more fat/water and boys have more muscle; girls reach puberty earlier; gait; men have more force in muscle, etc. (pp. 160-161).

2. Innate differences in sexual behavior

   ejaculation; menstruation; lactation.

3. Possible innate basis (emphasize tentative nature of this evidence)

   hormonally related mood swings in women; nurturance (women); aggression (men); verbal fluency and articulation (females); spatial ability (males).

4. Unknown

   all others such as: dependency, level of activity, conformity, anxiety, fear of success, I.Q., etc.

Emphasize that behavior differences with possible innate components are generally found cross-culturally or in subhuman primates; show up in infancy or when biologically based sex differences appear; or are not clearly related to differential socialization. Nevertheless any conclusions about the origin of sex differences in behavior are very tentative.

Discuss with group members the image of females and the image of males in our society. Give each group member an opportunity to present their opinions about these images. Emphasize why these beliefs and images are unfair and inaccurate.

Finally, discuss how these beliefs and attitudes are communicated. Give each group member the opportunity to present additional evidence for the sex charts on the unfair and inaccurate assumptions (pages 9 to 14).

MODULE 2: SEXISM AND SEX-ROLE STEREOTYPING IN SCHOOL MATERIALS

What characteristics of school materials reinforce unfair and inaccurate ideas?

MATERIALS: Module 2 readings; "Images of Males and Females in Elementary School Textbooks in Five Subject Areas";[1] Worksheets 2-1; 2-2; 2-3; 2-4; 2-5; and 2-6. Optional: "Images" (a slide-tape show).[2] Animal fantasy picture books - one per class member. Filmstrip or the book A Tree Is Nice by Janice Udry.

1. Introduce Module 2

   Tell group members they will:

   - Learn about the characteristics of school materials which reinforce unfair and inaccurate ideas. Review these ideas and the expectations they create (Module 1).

   - Identify instances of sexism and sex-role stereotyping in the language of school materials.

   - Identify instances of sexism and sex-role stereotyping in the illustrations of school materials.

2. Have group members read Module 2, Section 1, pages 1 to 7. Remind group members that "Images of Males and Females in Elementary School" is a part of this assignment.

3. Discuss with group members the factors which have the cumulative effect of permitting and encouraging the communication of sexist ideas and sex-role stereotypes:

   a. Instructional materials communicate attitudes and information.

   b. Content of instructional materials reflect a natural tendency to classify people into groups based on sex.

   c. Content reflects the American work ethic and its emphasis on the achievements of men.

   d. Content is idealistic.

   Ask the individual group members to describe examples of each of these factors. Their examples may be from the readings or from their own experiences with instructional materials.

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[1]Available from the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1156 15th Street, N.W., Suite 918, Washington, D. C. 20005 ($1.00.)

[2]Available for rent or purchase from the Resource Center or from State Education agencies.

4. (Optional) Divide the group into five study groups. Give each study group textbooks from one of the following curriculum areas: reading, spelling, math, science, and social studies. Study groups should look for examples of the four factors which contribute to the communication of sexist ideas. Have study groups report their findings to the class.

5. (Optional) Show the sound slide show "Images" (45 minutes). If you choose to show these slides, allow ample time for discussion.

6. Have group members read Module 2, Section 2A, pages 8 to 11. Assign Activity 2-1, "How Well Do I Understand Gender Marking?" to be completed before the next group meeting.

7. Discuss Activity 2-1. Call on individual group members to give their answers and explain when "B" or "C" is chosen, what the overt gender marking is. The correct answers are:

1.	A	14.	A
2.	A	15.	B
3.	C	16.	C
4.	A	17.	A
5.	C	18.	A
6.	A	19.	A
7.	B	20.	A
8.	B	21.	B
9.	C	22.	A
10.	A	23.	B
11.	A	24.	B
12.	B	25.	B
13.	C	26.	B

When group members make incorrect responses, encourage others to help them understand their errors.

8. Assign Activity 2-2, to be completed during the group meeting. Tell group to analyze the book they have been given according to the outline on Activity 2-2.

> In order for group members to complete this activity, each will need an animal fantasy book from the picture book section of a library. These may be chosen at random and distributed to each class member. This assignment should be completed quickly and discussed immediately.

9. Discuss Activity 2-2.

First, have group members whose books had male central characters raise their hands.

Then, have group members whose books had female central characters raise their hands (there are usually far fewer).

Finally, give each group member an opportunity to report on the roles, activities, and sex of both central and supporting characters. Encourage each group member to make conclusions and comment on the fairness or accuracy of the representations of both central and supporting characters.

10. Ask group members to have someone (preferably a young person) complete Activity 2-3, Bear Story. Give one-third of the group Form A, one-third Form B, and the remaining one-third Form C.

Discuss with group members the purpose of this exercise. It demonstrates how pronoun gender affects grammatical structure and story content.

When other groups of children and adults have been given this activity, an analysis of eight elements of story content (mention of bear's personal appearance; mention of bear's size; family relationship; nurturing or supporting role of bear; dominance or aggression of bear; mention of danger; success of bear; failure of bear) and one element of grammatical structure (change in pronoun), showed the following:

1. Most people given the bear story with pronoun it changed pronouns. Nearly everyone changed from the neuter it to the masculine he. This demonstrates how firmly grounded is the use of masculine pronouns in referring to animals. A few people given stories with feminine or masculine pronouns also changed pronouns, but this appears to be an exception rather than the rule.

2. Mention of appearance and size occurred much more often with she stories than with he. Mention of appearance also occurred frequently with it stories. Mention of food occurred much more often with he and it. Mention of danger, happiness, success, and failure was about the same for he and she stories. Families and helpfulness were mentioned somewhat more often in she stories.

3. Even when numbers in various categories are similar, the stories are often very different. For example, he and she stories had about an equal number of instances of danger. Masculine bears overcame such dangers as fights with other bears and animals. Feminine bears faced dangers such as hunters. They were cast as "helpless females" rather than as aggressors or defenders.

4. Stories with feminine pronouns were judged to be more imaginative. Perhaps the unusualness of the she pronoun triggers fantasy rather than realism.

The stories which your group collects are likely to reveal some of the same influences of pronoun gender. The implications are clear: (1) We generally refer to animals by masculine pronouns. This is a strong influence on the content of animal and fantasy stories for children. (2) The sex of the central character determines, in part, story content. We tend to write stories which include sex-role stereotypes and communicate some of our sexist assumptions.

During the next group meeting, analyze, as a group, the story content and grammatical structure of the "Bear Stories" which group members have collected.

To assist in tallying the results of the analyses, make a transparency of the chart on page 12 or copy the chart onto a chalkboard. Then, ask each group member to analyze the story he or she has brought. Tally elements of story content and grammatical structure When the analyses are completed, discuss the results of this investigation and remind group members of the results of previous analyses. Encourage group members to discuss the implications of how pronoun gender influences story content.

11. Have group members read Module 2, Part 2B, page 12.

Provide group with practice in identifying covert sexism, Activity 2-4, "What are the Covert Sexist Messages in Instructional Materials?" to be completed before the next group discussion.

Tell group members that the quotations on Activity 2-4 have been taken from books currently found in many libraries. The authors of these books would probably be surprised to find themselves cited as using sexist language. And, in most of the quotations, it would be difficult to find a rule or a guideline that the authors have broken. Yet choice of words, positioning of statements, and inclusion and exclusion of particular details reveal and probably promote sexist attitudes.

Group members are to identify the overt and covert messages of the quotation. Ask them to think about how each author could have communicated the overt message without the covert message.

12. Discuss Activity 2-4. Call on individual group members to describe the overt and covert messages in each case.

The following notes may be helpful to you:

CASE 1:

Overt: The boy is displeased with his lack of imagination.

Covert: There is less expected of girls. If EVEN Jane could think of that, it's really bad. And since Jane is the only girl mentioned in comparison to four boys, the implication is that Jane is the most important girl he knows, but she's still way below all the boys in stature.

CASE 2:

Overt: The author intends the books to be for both sexes and wants to communicate in a light-hearted manner that he is modern and non-sexist.

Covert: (1) Suggested alternatives to the use of masculine generic pronouns do not work. (2) He is sexually titillated by women; note the reference to their taking their shirts off and to the statement that he will take a "good-looking woman any day, as either opponent or partner." (3) Most women and only a few men have daytime tennis. (4) By referring to female opponents as "My girls" he condescendingly puts himself in the power position.

CASE 3:

Overt: The best possible marriage was arranged for the man who was to become the great Indian leader and also the father of Indira Ghandi.

Covert: (1) Such decisions as marriages should be made by males. (2) A father is the more important parent. Since this is a biography of Indira, not of Nehru, equivalent treatment should have been given to the background of Indira's future mother, but it wasn't. (3) The most important quality for a woman is that she be beautiful. Surely there must have been other qualities considered in this politically important marriage, but none of them are mentioned except for the three stereotypes of females as being small, shy, and religious. The way the sentence is worded implies that the whole choice was based on physical appearance.

Give group members an opportunity to discuss each example and comment on the attitudes that readers who used these materials might learn.

13. Have students read Module 2, Part 2C, pages 12 to 16.

    Tell group members that this reading provides a summary of how various sexist messages are communicated directly and indirectly by the English language.

14. Discuss Module 2, Part 2C. One interesting topic for discussion is the extent to which the sexist messages communicated by our language have become a basis for American humor.

15. Have group members read Module 2, Part 3, pages 16 to 22.

    Tell group members they will be reading about how sexist messages are communicated through illustrations.

16. Discuss Module 2, Part 3.

    Remind students that the major reasons that sexist messages are communicated by illustrations are:

    Boys and men are pictured more often than girls and women and are most often assigned the central roles.

    Women, girls, and minority group members usually fill supporting roles and are as a consequence shown through symbols. As roles are repeated, they become stereotypes associated with particular groups.

Children learn to associate both relevant (e.g., uniform, badge) and irrelevant (E.G., white, male) attitudes with the concept being illustrated (police officer) if a symbol is repeated over and over again.

Books and materials which require use of the illustrator's imagination (prehistoric subjects, animal fantasies, etc.) include very few female characters. This is a result of our system of pronouns and natural gender, as well as of the tendency of authors to idealize childhood and adult roles.

17. Provide students with practice in identifying sexism in illustrations by assigning Activity 2-5, "How are Sexist Messages Communicated in A Tree is Nice?"

    In order for the group to complete Activity 2-5, you will need to obtain: (1) slides of A Tree Is Nice, (2) Weston-Woods sound filmstrip production of A Tree Is Nice, or (3) multiple copies of the book. The first two alternatives are recommended.

    Show the slides or filmstrip once using the tape or reading the story for narration. Then, show a second time so that group members can make notes on Activity 2-5.

18. Discuss Activity 2-5. Call on individual group members to describe what they observed.

    The following notes may be helpful to you:

    In the book, A Tree Is Nice, there is nothing in the text to suggest that it is a boy's book. However, the illustrator drew twenty-seven males compared to thirteen females. He put eleven of the boys and only three of the girls in the branches of trees. The three girls are on the very lowest branches. The other girls are pictured in such poses as waving to a boy who is high in a tree, dragging a little boy through the leaves, helping another little boy into a tree, standing with a sprinkling can, and standing dejectedly alone while the boys climb a magnificent tree. In spite of all this, a girl might have been able to identify with the story which is written in the second person and all the way through talks to you, except that on the final page, the artist shows that you is a boy who is pictured planting a tree. Given current unisex styles, however, this child has a much more ambiguous identity than the illustrator intended.

    This book is an example of the power that an artist has to influence through illustration what otherwise would be a neutral text. Many subjects that really do apply as much to girls as to boys can be made to appear as though they are "boy" topics simply through this kind of slanted illustration.

19. Have group members read Module 2, Part 4, pages 22 to 29.

    Tell them this section is a summary of the various ways in which the content, language, and illustration of instructional materials communicate sexist messages.

20. Have group members demonstrate their competence in identifying how content, language, and illustrations communicate sexism. Assign Activity 2-6, "What's Sexist About Happy Birthday, America?"

    Tell group members to work alone on this assignment and to complete it before the next group meeting.

21. Collect Activity 2-6 from each group member. Discuss the following issues related to "Happy Birthday, America."

    A. There are many fewer females than males in this material (8 females, 20 males, 4 unknown, 1 dog).

    B. Of the 8 females, 4 are unnamed. Of the 20 males, 7 are unnamed. Five members of racial and ethnic minority groups are pictured; 3 are unnamed.

    C. Roles are sex stereotyped: operator, rebel, hardhat. Few women are portrayed as holding jobs. "Dad" is nervous with the baby. Racial stereotypes are also included, such as the señorita.

    D. Language conveys sexism: "never met a man", "countrymen."

    E. Negative images (the male as inept father, the female teenager in curlers) are conveyed.

    F. Many important and/or interesting women are omitted from consideration.

    After you collect the worksheet you can score this easily by using the following chart:

Name	A. Numbers	B. Names	C. Sex-Role Stereotypes	D. Language	E. Images	F. Omissions
1.						
2.						
3.						

ETC.

Assign group member 0 (for no mention at all of this kind of evidence):
1 (for some mention of this kind of evidence);
2 (for very complete discussion of this kind of evidence).

Total a score for each group member, return papers, and discuss.

MODULE 3: SEX-FAIR INSTRUCTIONAL MATERIALS

What characteristics of instructional materials counterbalance the unfair and inaccurate ideas often communicated in the schools?

MATERIALS: Module 3 readings; "Guidelines for Nonsexist Use of Language in NCTE Publications";[1] sample school materials to include two or more materials from each of a variety of curriculum areas. (See #7 below.)

1. Introduce Module 3.

   Tell group they will:

   - Learn what characteristics of school materials communicate sex ideas.
   - Learn which language usages are sex-fair.
   - Learn what practices in illustrating school materials are sex-fair.
   - Choose the materials most likely to communicate sex-fair ideas from among a group of curriculum materials.

2. Have group read Module 3 and the NCTE "Guidelines."

3. When they have completed their reading, review and discuss with them each of the sex-fair characteristics. Call on individual group members so that everyone gets a chance to participate.

   You should discuss in detail the following ideas. Many people have difficulty understanding them.

   (a) "Males and females portrayed as having a wide range of behavioral and emotional traits." Choose a book such as Ira Sleeps Over to illustrate how important it is to show fear, for example as a trait common to boys as well as girls. Choose Amelia Mixed the Mustard as an example of how important it is to show girls and women acting independently and surviving without intervention from men and boys. Your students and you should be able to think of many more examples.

   (b) "Awareness by illustrators of the subtle influences of body language on the interpretation of an illustration." Examine several books for children (such as A Tree is Nice and Time of Wonder) and talk about how girls are illustrated when boys are present. In Time of Wonder, for example, the girls are depicted as very active and independent--except when shown with boys (pgs. 22-25).

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[1] Reprints of the Guidelines are available from NCTE, 1111 Kenyon Road, Urbana, Illinois 61801. 1-15 copies free; more than 14, 6¢ each, prepaid. Order Stock No. 19719. For another example of guidelines for combatting sexism, write to Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025, for a copy of "Guidelines for Improving the Image of Women in Textbooks."

(c) "Use of nonsexist language." Some group members may still be unconvinced about the importance of sex-fair language. Review how language shapes our thinking (Module 2, Part 2).

4. Discuss NCTE "Guidelines." Help group members to understand that most sentences can be rewritten to avoid awkward turns of phrase ("him or her" for instance) and that the richness of the English language permits many alternatives to the sexist language often used by people. Discuss intensively at least one example each of omitting women, demeaning women, and sex-role stereotyping. Emphasize the positive alternatives which can be used in lieu of sexist language.

5. Assign Activity 3-1. Discuss Example (sexist: "his wife" plus girl-watching). Then have the group complete the worksheet in class. Discuss, using the key below as your guide. Ask people to suggest sex-fair alternatives.

Key:
1. +
2. - "his wife as his own" (sexist)
3. + ("their" is permitted. Discuss the fact that this does follow typical usage in spoken English.)
4. +
5. - "writers neglect wives" (omits women)
6. +
7. - (women as separate but unequal)
8. +
9. - "pert, blond. . ." (girl-watching)
10. - (sex-role stereotyping)
11. +
12. - (sex-role stereotyping)

6. Introduce Activity 3-2. Tell group members they will be comparing two or more school materials to choose the one most likely to promote sex-fair ideas. Demonstrate how to collect data for each category of Activity 3-2. Remind group members that not all categories will be appropriate for all materials analyzed and compared.

   For your demonstration of data collection, use: a children's picture dictionary (these are generally very stereotyped). This will give the group members a dramatic example of how data should be collected.

7. Provide group with practice in choosing materials likely to promote sex-fair ideas, Activity 3-2.

NOTE: In order for group members to complete Activity 3-2, you must provide each with two or more: textbooks in a given curriculum area; information books about a given subject area; filmstrips on a given topic (make certain viewers are available). Group members can each bring their own materials, but materials should be exchanged among group members. (A separate worksheet will be needed for each material analyzed.)

7. (continued)

   Remind group to choose the material which is preferred. The preferred material should be most likely to promote sex-fair ideas. For the purpose of this exercise, assume that all other aspects of the materials are about equal in quality.

8. Ask each group member to report findings and examples of data collected about each material. Have group members explain why tney chose a particular material as preferrable. Encourage discussion.

MODULE 4: SEX-FAIR RESOURCES FOR SCHOOL LIBRARIES

What information sources counterbalance library collections by providing students with access to accurate and unbiased information about males and females?

MATERIALS: Module 4 Readings; "Lost Herstory";[1] Activities 4-1 through 4-5.

1. Introduce Module 4.

   Tell group they will:

   - Read about and identify the inadequacies of some popular reference resources.
   - Analyze the adequacy of school encyclopedias, biographical collections, and dictionaries and wordbooks.
   - Read about and examine sources which counterbalance inadequate resources.
   - Evaluate a school collection (if available) for adequacy in counterbalancing inaccurate and distorted ideas.
   - Plan purchases of materials which can be effective in counterbalancing inadequate collections.

2. Introduce Case 1, General Encyclopedias for Children and Students.

   Discuss with group:

   The importance and uses of encyclopedias (children and some teachers assume encyclopedias are completely accurate; encyclopedia articles are used to provide quick information and overviews of topics of interest; encyclopedia articles help students organize their research, etc.).

   Have group read Module 4, pages 1 to 4. Tell them that "Lost Herstory" is part of this reading. Assign Activity 4-1, "Finding Lost Herstory."

3. When group members have finished their reading, review the questions to ask when analyzing the adequacy of encyclopedias:

   Omissions of women?

   Sex-role stereotypes?

   Sexism in language and content?

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[1]"Lost Herstory" is found in School Library Journal, 19 (January 1973), pp. 26-35 or Diane Gersoni Stavn, Sexism and Youth, Bowker, 1974, pp. 339-357.

3. (continued)

   Call on individual group members to provide specific examples for each of the categories from their notes on Activity 4-1. Specific examples which students might mention include, for example: omitting from discussion roles for women other than domestic life; omission of discussion of single, independent women in the westward movement; sex stereotyping and sexism in career information; girl watching. Tell group that these categories can be used as the basis for analyzing all kinds of reference and instructional materials.

4. Introduce Activity 4-2. Demonstrate how to complete the activity. Update the research in "Lost Herstory" by analyzing an article from the newest edition of an encyclopedia. "Vocations" in the Encyclopedia Americana is a good article to use. Note the following:

   1. Women are omitted. Statistics on women's employment are shown only for traditionally female professions.

   2. Sex-role stereotypes are present. Statistical information for employment in various professions gives figures for men only in "male" professions and women only in "female" professions. Roles are assigned in the text (women to nursing; men to administration.)

   3. There are examples of sexism. Women are subsumed (or omitted) by use of masculine pronouns. The hypothetical person is male as in: "If a man is attracted to a sales career . . . ."

   It may be helpful to use the chalkboard to record the analysis or to prepare a transparency.

5. Provide individual group members with practice in analyzing encyclopedias by assigning Activity 4-2.

   Option 1: Assign Activity 4-2 to all group members.

   Option 2: Assign Activity 4-2 to one-third of the group. Activities 4-3 or 4-4 can be assigned to the other group members (see #11 and #17 below).

   Option 3: Assign Activity 4-2 as an optional or extra-credit activity.

   Option 4: Omit practice activity.

6. Discuss findings about school encyclopedias. Record numbers of yeses and nos for each question and have students describe specific examples. Try to formulate conclusions about how responsive producers of encyclopedias have been to Kraft's revelation of inadequacies in "Lost Herstory."

7. Introduce Case 2, Biographical Reference Materials.

   Discuss with group:

   - The kinds of biographical information available (individual biographies, collective biographies, biographical dictionaries and encyclopedias, biographical information in encyclopedias, almanacs, etc.)
   - The preferences of school students for reading biographical information.
   - The kinds of assignments about people which teachers ask students to complete.
   - Shortcomings of biographical materials (tend to be about the powerful and famous; often stereotyped or romanticized images; lack of information about women and minority group members).

8. Ask group members to read Module 4, pages 4 to 7.

9. When group members have finished reading, review the questions to ask when analyzing biographical materials:

   1. What is the proportion of coverage of women to the coverage of men?
   2. What professions and roles do the women covered represent?
   3. Is there sexism and/or sex-role stereotyping in the coverage?

   Refer to examples from McGraw-Hill Encyclopedia of World Biography. Tell group members to ask these questions whenever they analyze biographical collections.

10. Introduce Activity 4-3. Demonstrate how group members should sample a portion of their collections or of the biographical tools they are analyzing.

11. Provide group members with practice in analyzing biographical materials by assigning Activity 4-3.

    Option 1: Assign Activity 4-3 to all group members.

    Option 2: Assign Activity 4-3 to one-third of the group. Group members can be assigned Activity 4-2 or 4-4.

    Option 3: Assign Activity 4-3 as an optional or extra-credit activity.

    Option 4: Omit practice activity.

12. Discuss findings. Record each member's findings on chalkboard or transparency and compute total for class. Encourage many group members to make conclusions about these findings and to discuss probable causes (e.g., many women have worked exclusively in the home; many trades and professions have excluded women; fewer women have participated in some of the events of the past which are well-known -- wars, political struggles, etc.)

13. Introduce Case 3, Reference Materials About Language. Discuss with group the problems of sexism in language. (This is an excellent opportunity to review Module 2, pages 8 to 11. Since sexism in language is not considered by most people to be a big problem, group members need many opportunities to study the subtleties and practice identifying sexism in language.)

14. Have group read Module 4, pages 7 to 11.

15. When group members have finished reading, review the questions to ask when analyzing the sentences used to illustrate meaning and usage in materials about language.

    1. Are masculine generic nouns and pronouns used more often than feminine?

    2. Are masculine sounding generic terms (brotherhood, policeman, etc.) used?

    3. Are occupations and roles sex stereotyped?

    4. Are names of famous men or male characters used more often than names of famous women or female characters?

    5. Is male and female behavior stereotyped?

    Make certain each student understands "gender" and "generic." (Refer to Module 2, pages 8 to 11, if necessary.)

    Tell group members to ask these questions whenever they analyze the sentences used in language materials.

16. Introduce Activity 4-4. Demonstrate in class how to analyze page 110 of Greet's In Other Words (Junior edition). Point out the following examples of inadequacy:

    1. Masculine gender nouns and pronouns 7; feminine 5.

    2. Masculine sounding generic terms: none.

    3. Occupations: storeowner-male; secretary-female.

    4. Names: none.

    5. Stereotyping behavior: male (storeowner) helping female.

17. Provide group members with practice in analyzing language materials by assigning Activity 4-4. (Same options as #5 or #11.)

18. Discuss findings. Record and total on the chalkboard or a transparency the findings for questions 1, 2, 4. Discuss findings for questions 2 and 5. Give individual group members the opportunity to describe their findings, make conclusions, and suggest alternatives.

    Review NCTE "Guidelines," an alternative to sexist practices in language.

19. Introduce the study of sources available to counterbalance inadequacies in reference and other materials. Discuss with group new and better materials being produced, the need to update the available sources, and the need to have a strategy for planning purchases to counterbalance collections. If possible, update the list of sources in Module 4 by preparing a handout listing recently released reference materials.

20. Have group read Module 4, pages 11 to 27. Ask group to complete Activity 4-5, Part 1 (an evaluation of the collections in their libraries) if feasible.

21. When group members have finished reading, give them an opportunity to examine any resources which you can make available. Add other newer materials which may be useful in counterbalancing collections. As an optional activity, a local librarian from a large reference collection can be asked to discuss reference and research materials for women's studies.

22. Discuss planning purchases of materials (Activity 4-5, Part 2). During class have each member of the group complete Part 2 by placing a check mark in column 2 by each source which is a potential purchase. Then discuss their choices. Tell group they should purchase these materials if they wish to counterbalance inadequacies of existing materials.

MODULE 5: EDUCATIONAL EQUITY IN THE LIBRARY

How can school librarians promote educational equity?

Materials: Module 5 Readings; Activity 5 (optional)

1. Introduce Module 5.

   Tell group they will:

   - Read about and discuss problems in the school media center which can be solved in ways which promote educational equity.

   - Plan and prepare bibliographies, lessons, workshops, and other means by which equity can be promoted.

2. Have group read Module 5.

3. Discuss problems and solutions from Module 5, emphasizing those pertinent to the needs of the librarians in the group.

4. (Optional) Assign individual projects. Among the most interesting and potentially useful projects described in the solutions to library problems are these:

   (1) Building the collection, Solution 4: Identify areas of greatest need. The librarian should identify one or more areas of need in his/her media collection (e.g., sex-fair non-print materials; career guidance materials; fantasy and animal stories which include unstereotyped female characters; women's studies, etc.). Then, using selection lists, model collections, current reviewing media, and other available means, the librarian should prepare a purchase list of sources likely to counterbalance the collection.

   (2) Subject Headings, Solutions 1, 2, 3, 4: The librarian should analyze the card catalog for sexist, unfair, and misleading headings. The librarian should record findings and describe a plan for implementing the four solutions.

   (3) Preparing Displays, Solution 2: Sex-fair Bulletin Boards. The librarian should identify several bulletin boards or display topics which would typically be conceptualized and designed in ways which exclude women and girls. Then she/he should prepare a sketch or plan for bulletin boards on the topics which would be sex-fair. (Possible topics include: Famous Men (sic) of the American Revolution; Our Government Leaders; Science Fiction Writers; Olympic Heroes, etc.)

   (4) Preparing Displays, Solution 3: Counterbalancing bulletin boards. The librarian should prepare one or more displays which inform students about women and the information sources which include them.

(5) Guiding Reading, Solution 1: Well-developed boy and girl characters. The librarian should reread and reevaluate fiction for a particular age group in order to prepare a list of books with well-developed and interesting characters, especially girls.

(6) Teaching About Authors, Solution 2: Women writers who are hidden. The librarian should plan a lesson, game, display, slide show, or other method of communicating information about the "hidden" women authors for young people.

(7) The Generic Use of Man, Solution 2: Quotations. With or without student assistance, the librarian should identify famous quotations which use the word "man" and research the actual, in-context meaning of the word. Prepare notes to insert in quotation books or a handout for students.

(8) Guiding Student Research, Solution 1: Encourage Students to Investigate. The librarian should obtain from any teacher or from his/her own files a list of research topics which students have used in the past. The librarian should then prepare a list of questions which would help students include women in their research on one or more of the topics.

(9) Guiding Student Research, Solution 2: Use Classified Lists. The librarian should prepare supplementary lists of women in related fields for one or more curriculum areas in his/her school. In addition to lists of names, the librarian can also begin to prepare lists of "women's studies" topics related to the curriculum areas taught in the school.

(10) Building a Professional Collection, Solution 3: Selective Dissemination of Information. The librarian should prepare a brief list of professional readings specifically appropriate to the needs of teachers in several curriculum areas.

(11) Promoting Use of Sex-Fair Materials, Solution 2: Current Contents. The librarian should prepare a "current contents" list of sex-fair information sources appropriate for one or more fairly specific areas of the curriculum (for instance, developmental reading, outdoor education, consumer education, etc.).

(12) Designing Workshops for In-Service Education, Solution 5: Define Program Goals. The librarian should, using as a guide the solutions described in Module 5, develop goals for in-service workshops for faculty. For instance, faculty can be introduced to the guidelines for non-sexist language, taught about the "hidden" woman authors, or informed about the famous women relevant to various curriculum areas.

5. (Optional) Assign Group Projects. Many of the above activities are suitable for group work. Particularly appropriate is #12, Designing Workshops.

For this project, give each group a copy of Activity 5. Either fill in yourself or ask the group to fill in: target group (the teachers in a given grade level, curriculum area, school, locality, etc.) and time available.

Then, demonstrate how the form should be completed. For your demonstration, use the following example and sample solutions.

Target Group: High school English teachers
Time Available: 1 hour

1. Brainstorming: Tell librarians to list as many areas as possible which would be appropriate content for an in-service workshop for the intended audience. In this case: non-sexist guidelines; teaching about generic use of "man"; hidden authors; books with well-developed women characters; women poets and authors, etc.

2. Choose the one or two best and most appropriate topics and formulate a goal. For instance: "English teachers in my school will know about the library's non-sexist language resource center and will be aware of the NCTE's suggested alternatives to unfair language."

3. Ensuring attendance: Discuss with the group a variety of strategies. For instance, notices in mailbox, personal contact, poster, principal's announcement. Also, discuss the need for support from, for example, the principal and/or the department chairman, as well as support from professional groups. For incentives, credit, release time from the classroom, and professional development may be potent. Also, required workshops are always well-attended.

4. People: local experts.

5. Method of instruction: Short lecture/introduction; discussion; practice/discussion (i.e., choosing fair language use, Activity 3-1 in your packet); examining materials.

6. Materials: language guidelines, resources about language (see bibliography in Module 4); Activity 3-1 and other activities as needed from Module 2, Part 2.

7. Displays: guidelines and resources; examples of sexist language in textbooks, school documents and communication, teachers' contracts, etc.

8. Evaluation: anonymous questionnaires (3 to 5 items) are best. Otherwise there is no way to know whether participants learned anything, found the workshop interesting, want to participate again in similar workshops. Also ask what kinds of topics they would like included in the future.

9. Handouts: Bibliographies; examples of sexism, etc.

To aid in evaluating group members' work, have the group exchange worksheets and discuss their work with other group members. Then, have each group present their plans. Encourage discussion, constructive criticism, and revisions. Allow each group time, following presentation and discussion, to revise and improve their work.

When possible, groups should be encouraged to implement their workshops in one or more schools. This is an excellent activity which will help ensure that members of the group become active in promoting educational equity.

EVALUATION

Since this program has been designed primarily as part of the continuing education of school library personnel, its effectiveness should be judged by the long-term effects which it has on the attitudes and practices of media personnel on the job. Since this information is not easily obtained, several immediate evaluation strategies are available.

(1) Re-administer Activity 1-2 (which measures attitudes related to sexism in school materials) at the conclusion of the program. Compute average ratings for each program participant and compare to averages computed for participants before they began the program.

(2) Compute and record scores for Activity 2-6, "Happy Birthday, America." The procedures are described on page 11. This activity measures people's skills in identifying instances of sexism and sex-role stereotyping in instructional materials.

(3) Administer "Planning to Promote Equity," Activity 5-2, a survey which measures the extent to which program participants plan to promote equity in their schools. Compare their responses to their responses to items in Activity 1-3. This will give you information about the extent to which school librarians plan to change their behavior.

(4) Administer Activity 5-3, "Evaluation of Promoting Educational Equity Through School Libraries." This gives participants an opportunity to express their opinions about the equity instruction.